

Cluster Information			
Milestone Number :	10	Date:	November 21 2008
Lead School:	Glamorgan	MOE School ID Number:	1283
Cluster Name:	Northern Bays	Contract Number:	06-00115
National Facilitator:	Suzie Vesper		
Project Director:	Janet Pinchen Principal, Glamorgan School	Project Facilitators:	Jenny Merrington eLearning Facilitator, University of Auckland Douglas Roberts eLearning Facilitator, University of Auckland

10.1 Response to Milestone tasks - expected date of submission is 21st November 2008

10.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

10.2.1 Liaise with the National Facilitator assigned to this project;

What did we do?	Who was involved?	What was the outcome?
Audio conference November 13 Google Doc http://docs.google.com/Doc?id=dcqv8xt_176fncs7wc2&hl=en was used to record the discussion	National facilitator (Suzie Vesper) Principals of each cluster school Cluster facilitator (Jenny Merrington)	The discussion brought up some interesting issues e.g. reinforcing the value of the ICTPD learning community, looking at sustainability and use of teacher inquiry.

10.2.2 Provide a brief programme overview, and a review of progress in each school

The final period of the Northern Bays ICTPD cluster has once again been one of great change.

In September, the Project Director and principal of the lead school, Glamorgan, resigned and has been replaced by Janet Pinchen, the new principal, and co-facilitator, Douglas Roberts, left his role and moved to Scotland. Facilitator Jenny Merrington has continued to work in the cluster 0.4 FTE.

Thirty-five teachers attended the Ulearn '08 conference. Feedback has been very positive with most having an opportunity to try and share new ideas at their schools (see individual school reports e.g. Albany and Oteha Valley)

The cluster focus on *"involving students by providing them opportunities to share with teachers, parents and other students"* has continued with mentoring programmes being developed in several schools. Katie Hills and Joanne Northover from Torbay presented a workshop at Ulearn about their experiences and model, and the cluster share events at Torbay and Dairy Flat schools were led in part by students.

Facilitation at most schools has included students learning new skills alongside their teachers and training to become mentors e.g. blogging at Long Bay and the use of webquests and voicethread at Torbay.

The facilitator attended the regional facilitator meeting at Three Kings School on September 18. It proved very valuable being able to interact with other facilitators and hearing the presentation about the New Zealand Curriculum by Mary-Ann Mills and looking at assessment and student voice.

One hundred and four teachers responded to the End of Project survey and relevant information has been used within this document.

Individual school reports

Glamorgan

During the second half of the year this is what we have covered:

- With a facilitator, teachers and a group of students learnt how to use a video camera, formulate their own drama and then filmed it. Extensive work was then done with a group of students and 2 teachers learning how to edit in Moviemaker. It was a powerful learning experience where students were driving the learning for teachers. This showed the teachers as learners alongside their students.
- Teachers attended a series of workshops at Torbay School, covering Comic Life, Artrage. Comic Life has been used for students to express a farewell message for our principal.
- A group of teachers worked with the facilitator, sharing digital learning objects through the data projector. Evidence of use is found in Maths programmes, Written Language and exemplars of children's' writing
- Lead teachers visited Summerlands School to see what they had implemented as a result of their ICT contract. Teachers then discussed sustainability within the cluster. With principals' approval it was suggested lead teacher days continue for the next 18 months. The focus will be on cluster sharing and supporting each other with sustaining the ideals of the contract.
- Deputy principal shared information about the National Library website and the use of digital learning objects.
- Seven teachers attended the ULearn conference in Christchurch in September, coming back revitalised and enthused about new directions in ICT. As a result many teachers are now experimenting with blogging and using Wikispaces, as a forum for sharing their writing with an authentic audience.
- Year 4 team used how to use Photostory to present the results of Inquiry Learning. Further PD on further development of use of Schoolzone.
- Term 3 staff meeting, a variety of workshops were held presented by staff covering such topics as Word, Voice Thread, Comic Life and Schoolzone. One of the outcomes of this PD is teachers are experimenting with Voice Thread and students are developing their oral skills and confidence. Students are now making critical decisions about the quality of their message.
- Term 4 staff meeting was facilitated by one of the presenters of the ULearn conference. She shared her work on Blogging and use of wikis, enthusing and supporting others to try.
- 15 staff members attended the final cluster workshop at Dairy Flat School detailing their journey using Podcasting to improve Written Language outcomes. Teachers contributed towards a bus stop activity sharing their use of ICT throughout the year, as a direct result of the cluster workshops. This list is to be typed up and shared through the cluster.
- 2 further PD days are scheduled with the facilitator, to support teachers with further ICT integration into their programmes for 2009.
- Quest Atlantis was introduced into a further 3 Team 6 classes, with a rise in engagement in learning activities, and as a support for a wide range of curriculum areas.
- Glamorgan Elections 08. Team 6 students have run their own election utilising ICT to promote their party and policies. This has given less confident students a chance to shine. Eg a reluctant contributor to class discussions, presented a radio broadcast to the entire school.

Cluster Contribution

- One of our teachers presented 2 sessions about Blogging and Wikis at ULearn 08.

Student Achievement and Engagement

Senior students, using the virtual world Quest Atlantis programme, have identified those areas of the curriculum where they feel they have made gains in achievement levels. As well as identifying curriculum areas, they were able to identify specific skills within these curriculum areas where positive change had taken place. These gains, especially in Reading have subsequently proven by an increased level in Reading age, through Probe Testing, with students making gains of anything from 6 months to 3 years in the time period from June to October. Through our survey more than 50% of the students have assessed that they have made significant gains in thinking skills, Reading, ICT skills, environmental studies, Maths and research skills. Thinking independently and increasing engagement have also been identified as areas for improvement. "Learning is hidden in the fun." "In the real world people aren't prepared to take many risks, in a virtual world you don't feel scared and you participate more." Junior students have identified using the computer is their first point of call for accessing information. Students feel that computers specifically help them learn in all subjects, but particularly in Maths and Writing. For many students writing using a computer assists the ease with which they write, leading to greater output and more likelihood of achieving success in their writing. To send a message Junior students identified that they could; "send through the Internet or international phone, make a computer call, email, post letters, use instant messaging, use a blog, talk to someone, iTalk or send a text message." Increased engagement in their learning is proven by accessing their Schoolzone class page from home, and participating in the activities available.

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Long Bay

Web2 Technologies

* During term 3 & 4 the focus has continued to be on using web2 technologies in classroom programmes. This has mainly been in the form of blogs and wikis. These can be viewed through the [school website](#). The majority of the classes will have established their links on the website by the end of the year.

* Specific examples of where blogs have been used are in the lead teacher's class. During the year the whole class wrote one blog: <http://room162008.blogspot.com/>. The students then work created blogs in science investigation groups as a reflection on the learning process of science investigations. Two examples: <http://www.blogger.com/blog-permissions.g?blogID=671545168406623354>; <http://room16-group5.blogspot.com/>. Further use of blogs in the have been as personal reflections of the students leadership attributes:

<http://taine123.blogspot.com/>; <http://hedgehoglord.blogspot.com/>; <http://carolinesleadershipblog.blogspot.com/>. With these blogs direct learning about leaders, leadership and what it means to be a leader have been used. The blog has also been used as a publishing tool, in particular as a form of diary for the character Rose Blanche, from the sophisticated picture book of the same name. These have been deliberately left open so that if people are researching the book and do Internet searches the blogs would be found: <http://brileemackaroxs-room16.blogspot.com/>; <http://roseblanchechristabel.blogspot.com/>; <http://room16-beefcube.blogspot.com/>.

* Specific uses of wikis have involved classes including specific work for units of work, homework and communication devices. Children are presenting home on the wikis rather than using homework books: <http://room13lbp.wikispaces.com/>; <http://room162008.wikispaces.com/>. See below for specific examples of student voice in using the wikis.

* Other web2 technologies that have been used as part of teacher's planning and classroom programmes are: voicethread.com (see below for specific examples of student voice in using the voicethread), picassaweb, where students are presenting work on photography and the environment:

<http://room162008.wikispaces.com/Photography>; <http://picasaweb.google.com/Room162008/>. Photo imaging sites used: picnik, dumprr, paint.net, bighugelabs, photoscape. While other interactive websites used on a daily basis in classroom programmes: woodgears.ca/eyeball; Writing is Fun

(<http://www.teachers.ash.org.au/jeather/writingfun/writingfun.html>)

http://www.readwritethink.org/student_mat/index.asp)

; digital learning objects as part of numeracy, literacy and integrated studies programmes both whole class and independent tasks: sound - children following soundwaves; exploration of pitch, tone:

<http://www.tki.org.nz/r/digistore/protected/objects/?id=1192&vers=3.0>

Professional Development

* Two staff meetings have been held during the last two terms. Term 3 was introducing the staff to the use of wikis in the class programme using an established [class wiki](#) where students lead the meeting by showing how they use the wiki both in the class and at home. This has lead onto some classes establishing their own wikis for interaction between parents, students and teachers, as discussed above and can be seen through the school website. The second staff meeting was part of sharing from attendance of the ULearn08 conference (see attached agenda document) ULearn sharing 28 Oct 08.doc.

* 9 out of 15 teaching staff attended ULearn08 (this was open to all staff). All teachers came back from the conference enthusiastic about technologies they had seen both software and hardware. This will be considered when planning for next year.

* The lead teacher presented a workshop at the conference: ICT not because you have to - because it fits. This was coming from the premise that the use of ICTs should start from the planning rather than the technology itself. If it doesn't fit don't use it. See wikipedia for presentation and notes: <http://room162008.wikispaces.com/uLearn08>. See below also for student voice involved in the workshop.

* Facilitator made 4 visits in the last half of year. First three meetings were working with each of the three teaching teams (Junior, Middle, Senior) on aspects of using blogs and wikis how to best utilise wikis in classroom programmes etc. The last, which happened in the last week of the year, involved sustainability for 2009 (continued use of web2 technologies, in building resource based for the school / Sharing sessions and utilising students in this). Through informal discussions with teachers it is anticipated that there should be an increase in overall coverage of use ICTs in class programmes as part of true integration.

Infrastructure

* Purchases made this year as part of teacher's wish lists are digital cameras for all classes.

* It was intended that more projectors be purchased for the school but this didn't happen due to the school recabling project (see below).

* A portable Mimio/TV was purchased and has been used in one classroom. It is anticipated that this will move into the junior classes as it is at the level of students and is extremely portable.

* Through the need of upgrading the switching in the school a recabling project has been developed. This will be a significant cost to school, however it is felt that it is pointless purchasing further hardware for the school until the school has been recabled.

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Student Achievement and Engagement

- * The points below provide evidence of student engagement and achievement due to the use of ICTs.
 - * During Term 2 a group of Year 5/6 students worked with junior and middle school classes on setting up and administering a class blogs. This was two-fold in that it was giving the junior and middle school teachers PD in the use of blogs (which was part of the school focus for this year) and that it was providing training coaching for the Year 5/6 students. As part of this the senior students kept a blog on the process they were going through, posting questions, comments and concerns: <http://longbayseniorbloggers.blogspot.com/>
 - * Using voicethread in the Lead Teacher's class as increased the engagement of the students. One in particular was a child who offered very little to class discussions. When voicethread was introduced as part of the homework this particular child was the first in the class to video his response on voicethread <http://voicethread.com/?#u80608.b240820.i1254072>
 - * Publishing writing has seen a noticeable engagement in writing. An example was the production of a class newspaper as part of report writing. see attached room7_times2.pub on the wiki (url below)
 - * As part of the lead teacher's uLearn08 presentation a group of students from his class were involved in an online discussion with the delegates in the workshop on how they use the class wiki and ICT in the classroom. They reported higher levels of engagement, the ease of ICT, and how it benefits their learning <http://room162008.wikispaces.com/message/list/uLearn08>
- Supporting documents can be found at <http://northernbaysict.wikispaces.com/Long+Bay>

Albany Primary

Evidence of staff engagement with ICTs

ICT Conference ULEARN08.

Albany sent four enthusiastic staff members who had chosen appraisal goals in ICT to ULEARN08 in Christchurch, to provide further professional development.

Upon their return they held a staff meeting to share their most valuable experience at conference with a view of then integrating this within their class (and to share within teams).

Torbay Sharing Session.

Despite the busy time of year, Albany had a majority of staff attend again highlighting increased motivation for ICT networking. Staff from various year levels have now experimented with several ideas within their own class (e.g. Claymation, Comic Life, Digital Learning Objects)

Dairy Flat Sharing Session.

Again a high turnout by staff, who enjoyed the sharing of ideas and networking with others, while also enjoying the perspective of an integrated ICT and language focus through an Action Research project and how this was supported by student achievement.

Staff Meetings at Albany.

Albany has held three staff meetings since June 2008 as outlined below. The philosophy behind these meetings was to have high staff engagement through realistic learning contexts highlighting the importance of just in time learning.

Meeting One Term Three, Week Three:

As a staff we reflected, using PMLs, on a reading about how technological changes are being utilised within classrooms to promote learning. The four key questions were; what old things are we doing old ways? What old things are doing in new ways?, what new things are doing in old ways?, and what new things are we doing in new ways?

The second part of meeting consisted of staff working in teams of three or four using our LEGO robotics equipment/software to undertake a challenge with no prior experience. This was an awesome opportunity for teachers to engage in communication, problem solving, metacognitive process and co-operative skills in a competitive atmosphere, in order to understand the impact the RoboCup competition has had on our students core communicative and metacognitive skills (key competencies).

Meeting Two Term Three, Week Nine:

We reflected on the reading 'Engage Me or Enrage Me' by Mark Prensky by sharing our thoughts in teams about the impact this has on how we view learners in our classrooms.

The second part of this meeting was to use the key competencies as a basis to reflect upon our Albany Values by using a learning centred task, where staff worked in year levels to create a multimedia presentation to demonstrate what Albany Values look like.

Meeting Three Term Four, Week Five:

We reflected on the YouTube clip "Where in the World is Matt?" to show the importance of every step in a student's development, and the potential impact globally to emphasise the three C's (Consumers, Creators, and Communicators).

Our Ulearn conference attendees shared with staff their most valuable experience and how this can be used within the classroom.

Improvement in Student Engagement through enriched usage of ICT's.

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Below are just several examples of how students are engaged through enriched usage of ICT's at Albany School:

Maori Language Awards

This year our winning entry into the Maori Language Awards had a large component of ICTs, with classes using You Tube, audacity, photos and PowerPoint's to aid instruction and record finished activities for Maori Language Week.

RoboCup 2008

24 students, several teachers undertook the enormous task of entering 10 teams into the RoboCup Dance competition 2008 held at Point View Primary. With no previous experience and amazing support from Toshiba, one of the teams made it through to second in the Auckland region, and third nationally.

Website Forums

Students are contributing to class based forum's held on the school website, sharing their ideas with peers and the community, <http://www.albany.school.nz/forum>.

Quest Atlantis

This year, six staff took up the opportunity to investigate an online virtual gaming world, designed in an educational context to enrich and engage students. This required staff to undertake ongoing Skype conference calls with teachers from around the world to up skill in the usage of the environment and to discuss student engagement globally. This has allowed teachers to form a global network through Facebook to maintain a professional learning community about the 3D world. As Quest Atlantis is based on social commitments (core values), it has become evident through student reflection how these commitments are impacting on their real life.

Overall this highlights a continued shift in student engagement using ICT's within our school and all students are actively seeking the use of ICT's during every opportunity.

Where to in 2009 and Beyond?

Planning For Sustainability

As part of sustainability we have set up a three year replacement policy on all technological equipment at Albany School. We have established forward planning and wish lists to identify staff needs and wants, as well as the long term goal of every class having a projector and mimio.

Through the ICT curriculum team at Albany we will look to have a continued development of ICTs within our unit planning on a regular basis and to continue to infuse and instil the Albany ICT vision and thinking pedagogy.

At Albany we are devoted to continuation of ICT growth and development, as part of sustainability the 2009 year will allow us to apply for the extended ICT contract on literacy.

Oteha Valley

Programme Overview and review of progress Term 3 and 4

As noted in the Strategic Plan there was a need to further develop oral literacy skills across the school. We felt the best way to do this was to have a year long focus on Oral Language and to use ICT as the basis for the teaching and learning in this area.

On 31 July, 3 teachers worked with our Facilitator, Jenny, looking at utilising the small pod of Apple computers in the library. They discovered the basics of using Apple and looked at iMovie and Kidpix and how they could use these programmes focusing on oral language skills. The teachers then took a small group of children for instruction on these and they became experts for others.

1 teacher worked on Kidpix with Jenny and how to use with Yr 1's and incorporate oral language.

These skills were shared with staff at the next meeting and the Yr 1's have made Kidpix bugs and recorded information about them.

On 7 Nov, 3 teachers worked with Jenny on Voice Thread and Podcasting/Audacity and how to put onto the class web page.

The school purchased a sound system for the school hall. This was directly related to the need for better sound equipment at school assemblies, where children were presenting their new skills in using Podcasting, Audacity and Photostory and therefore improving their oral language possibilities. We have seen a huge improvement in the dramatic performance of children, listening skills and motivation for presenting in these ways. Teachers are keen to have a go at showcasing their children's oral skills in these ways.

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In October we sent 4 teachers to the Ulearn conference in Christchurch. (1 Lead teacher, 1 syndicate teacher, 1 Yr 5/6 teacher and 1 Yr 1 BT) All teachers came back positively motivated and keen to share the "good things". There is evidence of new learning being incorporated in all rooms as a result.

Examples: Tony Ryan's "Thinking" workshops,

Inquiry learning in the junior class, Moodle, Incorporating Key Competencies, Freeville Schools' curriculum and Energizers using ICT

Staff meetings have continued with the focus of oral language. On 19 Aug we shared Photostory and Audacity examples and looked at new resources we had ordered to promote oral language. On 11 and 18 Nov, the meetings were on Ulearn sharing, with the teachers involved giving feedback on Key Note speakers and workshops of interest. (See above)

Just in Time, one to one and group workshop tutoring has taken place to teach; a new teacher how to complete the class web page, Comic Life, Audacity, Voice Thread, and using the new sound system.

Ten teachers attended the cluster sharing session at Torbay, enjoying a variety of workshops. Feedback was positive with many saying they would try one of the programmes/ideas in their room. As a direct result Comic Life was then used in 2 rooms to display photos from the Olympic day. Nov 4, 12 Teachers attended the after school sharing session at Dairy Flat. We participated in a bus stop activity sharing ideas, websites etc.

At the end of Term 3 we created an ICT team to look at the Milestone requirements and to plan for sustainability in our school. This was comprised of Lead Teacher and a teacher from every area of the school. We discussed the overall success of the ICT cluster/survey/ways to show evidence for the milestone/where to next/needs and wishes for next year. This team will continue next year with the focus on sustainability. A plan has been drawn up.

As a result of all the above, we are seeing many examples of oral language incorporated with ICT being used successfully throughout the school.

* Yr 1 – Assembly item - video about bugs (children speaking as Entomologist)

* Yr 1 – Audacity to give information about bugs

* Yr 1 – Audacity to present class story "Who Sank The Boat"

* Yr 2 - Assembly Power Point about the Olympics and recording the script

* Yr 3/4 - Polycom – formulated questions to ask expert (Marine Biologist) about Sea Shore and made into Photo Story

* Yr 3/4 - Inquiry to be presented using ICT /oral language

* Yr 3/4 - Voice Thread to give information about photos taken of Rocky Shore

* Yr 5/6 – Audacity to publish written work orally

* Yr 5/6 – Audacity for ESOL/lower ability reading group. Children read story slowly clearly, others follow script as they listen

* Yr 5/6 – Photo Story – helicopter visit

* Yr 5/6 – Photo Story/Audacity/Pod casts - class web page

* Yr 5/6 – Assembly Pod cast of Olympic games

* Yr 5/6 – Audacity to present Inquiry on Famous New Zealander in form of interview

Feedback from the teachers, noting the improvement of Oral Literacy skills

All teachers agree that the school's focus on oral language has been enhanced by the work with Photo Story, podcasts, Audacity and Voice Thread. Fluency, articulation, and expression have improved. The children have been highly motivated in using these programmes.

All syndicates are automatically including ICT activities which promote oral language, into their term planning. The feeling is that should our curriculum review suggest there be a focus on, for example, written language or reading in the future, then implementing it through the use of ICT would be the most effective way.

The teaching of specific oral language skills, prior to using them during a presentation, has enabled the children to present in a more effective way and to critically evaluate their efforts. They have appreciated being able to hear immediately how their voices sound and change or re-record if necessary. Many children said they have found their voice can be used in different ways for different purposes. Where they once disliked the sound of their recorded voice they are now proud to be part of an oral presentation and the quality of speech has improved.

There has been a distinct improvement in children's oral presentations when speaking at school assemblies, particularly in projection and fluency. All classes use ICTs in almost every item presented at assemblies, which is a powerful communication and motivational tool for other teachers, children and parents.

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Evidence of how ICT has been utilized to improve student engagement and enhance achievement. Children's Oral Language Survey Results

A number of children from different classes were surveyed and this is a summary of results:

- * Programmes used; "Pod Casting, Voice Thread, Photo Story and Audacity, Power Point"
- * Skills needed; "confidence, expression, clear voice, enthusiasm, loud enough, good listening"
- * Oral language skills that have improved; "better expression, clearer voice, helped me to think, better volume, you have to listen well and be quiet"
- * Student engagement; all said they enjoyed it, some said it was helpful, was good way to practice being expression, it was fun
- * What did you notice about your recorded voice? "Sometimes sounds higher, squeaky and different, doesn't sound like me, sounds funny"
- * Was this a good way to practise oral language skills? "really good way, you get rid of stage fright, yes, I improved a lot, yes very much, yes, and fun"

Teacher's Oral Language Survey results

All teachers were surveyed and this is a summary of results

- * Programmes used to promote oral language skills; "Audacity, Photo Story, Podcasting, Voice Thread, Power Pt"
- * Language skills focused on; "speaking slowly, expression, clarity, volume, listening, critical evaluation, speaking to audience"
- * Level of student engagement; "high level, those not using equipment directly were focused on listening and providing constructive feedback, loved the thought of recording their voices and playing it back, completely focused, loved presentation aspect, loved hearing own voices"
- * How has oral language improved? "Able to self evaluate, could hear own mistakes, aware of what a good reader should sound like, children are slowing speech down when presenting, more expression, better volume, more dramatic, clearer speaking voice"
- * Barriers to learning: "Took time to organise, Audacity is quite fiddly with the younger children, needed a lot of teacher input, needed a quiet place to record"

Dairy Flat

ACTION RESEARCH - PODCASTING

During terms two and three teachers at Dairy Flat School have been involved in an Action Research project. We analysed data at the end of term 1 and found that only 69% of students were reaching expectation in writing. Data from 2007 showed that students made significant progress in writing but we did not reach our target. Data also showed that students had made good gains in improving deeper features in writing literacy but the surface features had not improved at the same rate.

In brainstorming strategies to improve surface features, we decided to investigate the use of podcasts to assist students to edit and improve written work.

Teachers looked at the work of two e fellows, Dorothy Burt and Jane Nicholls who have researched using podcasting to improve literacy. At Point England School podcasting has been strongly linked to improved student achievement in Reading. Jane Nicholls showed that podcasting is an effective tool in improving oral language. Teachers also looked at "Action Research, A Developmental Approach" by Carol Cardno to help us plan our project.

Our Research question was " How can we use podcasting to enhance teaching and learning to improve student achievement in writing literacy?"

With support and advice from the ICT facilitators, each team prepared a time lined action plan which included using podcasts to enhance teaching and learning in the writing literacy programme. The facilitators also provided Professional development for staff in using "Audacity". Teachers of year 1-3 students decided to use photostory rather than audacity as they felt the younger students would benefit from the visual cues in this programme. Students produced wonderful narratives and were able to use podcasts to improve their writing. Teachers found that giving the students opportunity to record and edit their work motivated reluctant writers. Gifted writers were able to present their work to a wider audience. Below are some examples from teachers of how using Audacity assisted learning in writing for students.

- * "A Child in my class who has learning difficulties and was a very reluctant writer was being encouraged to write more than 2 sentences in a session, which he was managing. But, he remained reluctant and his content was very basic. Given the opportunity to record using Audacity he persevered over several weeks to write and edit a short narrative. He was finally engaged in the writing process. The RTLB typed up his final draft for him so that the child

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was reading correct spellings. He practiced at home and at school to be able to read his story fluently. This achievement boosted his self confidence. "

* "A child, with behavioural problems that impact on his ability to persevere with tasks, was given the motivation of being able to record his writing using sound effects. At first this didn't help, until, he heard other's stories. He completed a humorous narrative, which for the first time expressed his "personal voice".

* "A talented writer who lacks self confidence was able to extend her writing abilities and share her wonderful writing in a non threatening way by recording her narrative, including well placed sound effects. The comments from other children were positive and encouraging. One child commented that, they had thought it was a "real" story by an author, to which the other children agreed. They were amazed that the story was one of their class mates. This experience allowed other children to see what is possible and as it was delivered in a medium they enjoyed, the children were more engaged in evaluating the story than they tend to be when someone is standing reading or they are reading it themselves."

* "Two very reluctant writers, who only wrote 1 or 2 lines in their first writing assessment were so motivated to record their writing, they motivated to each other to each write over a page of quite detailed recount. They realised, the more they wrote the more they would have to record."

* "A senior student improved from 3B in term 1 to 4B in term 3. She was keen to write in her own time and then read into audacity, reworking any changes, if she wasn't satisfied with her work once she listened to her Podcast. She added to her Spy Novel at home and emailed her writing to school."

To evaluate the impact of using podcasting in the teaching and learning programmes teachers analysed three areas of evidence; data, student reflections and teacher reflections.

* Analysis of data showed that 81% of students in years 4-8 improved by one sub level or more in writing literacy in two terms. 40% of these students improved by two sublevels or more. 89% of students in years 1-3 improved by one sub-level or more and 28% of these students improved by two or more sub-levels.

* Students gave strong evidence that recording their stories in audacity improved their learning. They reported occasions when they read their narratives into audacity and played it back only to find that it didn't make sense. They were then able to edit and improve their work while listening to their story. The students also reported that learning with podcasting was fun.

* Teachers reported that podcasting was another context for learning, it motivated students to improve their writing and was fun and easy to use. They found that there were many ways that podcasting could be implemented in their classroom programmes. In particular, podcasting made students more critical of their own work and motivated them to improve their learning. The writing process became more interesting because the students were able to share their work and present to different audiences.

INFRASTRUCTURE

In order to facilitate the using of podcasting in classrooms more headphones were purchased. The students pronounced these to be "awesome" and they greatly motivated students to participate.

We have recently set up a media centre, purchasing a stand alone high spec computer, new video camera, mixing desk and microphones. Teachers have received some professional development and we hope to move into implementing vidcasts and movie making more fully into our teaching and learning programme next year.

A new sound system has been installed in the hall, making the viewing of our student's work possible to a larger audience.

We also recently purchased a small video camera for the new entrants to use.

Coatesville

Following on from the first Lead teacher [April 3rd] more staff were introduced to VoiceThread during Terms 2 and 3. Results from this have been the integration of this program into Written Language. Students scanned their own illustrations and recorded their stories. VoiceThread was also used as a presentation tool for reports produced from Inquiry Learning studies. Samples of the students work have been embedded into some class blogs. Some examples can be found through the [School website](#) under the heading Information Technology/Classroom blogs/Room12 . To make the recording more successful 12 quality microphones were purchased. These also enhanced recording of Photostory presentations at New Entrant to Year 2 level. Some examples can be found through the School website <http://www.coatesville.school.nz> under the heading "Information Technology/Photostory"

Class blogs have also been used to share published stories with the outside community. Students are motivated and have gained confidence from positive comments from parents and other readers. One teacher had noted in her appraisal that a goal for 2008 was to establish a [class blog](#). She has achieved her goal, finding maintaining the site quite manageable.

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The purchasing this year of enough digital cameras so that all classes have their own has resulted in extensive use by students photographing class activities for use in written language especially at New Entrant and Year 1 level. Still photos have also been incorporated into Coatesville TV. In Term 3 a local professional photographer, over a series of 3 weeks, coached a small group of Year 5 and 6 students in skills needed for good photos. These children have subsequently helped junior children with taking photos.

Facilitator Douglas Roberts visited on 29th July and August 13th and worked with five Year 4 and 5 students up skill them to be peer coaches in the use of the free software, Paint.net. Two teachers participated in these workshops to observe the process of how to develop student coaches. In the second session the trained students had the opportunity to use what that had learnt to coach a further group of students to manipulate their choice of photos.

A parent / Student Interactive evening was held Term 3. This involved a group of students per classroom first demonstrating their new ICT program knowledge and skills. The roles were then reversed with the students encouraging the parents to have a go. The use of the Mimio boards attracted a lot of attention as many parents had not experienced an interactive board. The evening successfully involved the outside community and another ICT night will be planned for the coming year.

Two teachers attended Lead Teacher day [September 4th]. The visit to Summerland enabled Coatesville teachers to discuss with Summerland staff, choice of video cameras and microphones. Consequently a microphone was purchased to enhance sound quality of Coatesville TV. A weekly ICT GATE group has been established as the "Coatesville Reporters" videoing aspects and opinions of school life. Children have discussed and listed success criteria in the areas of planning, presenting and technical skills which include operating a video camera, editing using Movie maker and adding sound. Time is allocated at syndicate assemblies to share finished productions. The majority of editing is now done by students. A noticeable improvement in oral language has been made by these students who are growing in confidence and producing quality interviewing questions. Some student opinions can be heard through the School website <http://www.coatesville.school.nz/> under the heading "Information Technology/Student Voice".

Greater use of the video camera created a necessity for more cameras. Therefore an ICT-a-Thon was embarked on involving all students. ICT related questions were compiled suited to the different learning levels. Money raised enabled Coatesville School to purchase 2 more cameras giving each syndicate easy access to a video camera. As a mid-study formative assessment activity, Room 5 used the video camera to record the Children's' ideas of "What is unique to New Zealand? This was also an authentic oral language learning opportunity. Some student opinions can be heard through the School website http://www.coatesville.school.nz under the heading "Information Technology/Student Voice

Sharing ideas and information at staff meetings by 3 teachers who attended Classroom at Work, Melbourne conference continued into Term 3. In a staff meeting Oct 21st, three other teachers who attended Ulearn, shared the main points made by speaker Tony Ryan, further ways to integrate Habits of Mind and how Wordles can be used to enhance the editing of written language.

Facilitator Jenny Merrington has worked with several teachers sharing how and where to integrate Digital learning objects. Digital Learning Objects are now used in most classes by students ,especially in the areas of mathematics, language and inquiry learning knowledge attack. In a study of the brain Year 5/6 students used brain based digital learning objects for information and produced posters to inform the rest of the class of their findings. Photos can be seen on the School website http://www.coatesville.school.nz under the heading "Information Technology/Room 10".

Junior teachers have made observations that some interactive activities are not independent enough for the new entrant and year one level. Time restrictions prevent teachers ensuring that children become more confident in using these sites. This is an area where Coatesville can plan to give teacher support in 2009.

Due to the increased integrated use of ICT in classrooms the main server had to be upgraded in Term 4. In order to give students equal opportunity of access to computers, the Coatesville P.F.A has successfully raised sufficient funds for 28 laptops to be purchased in Term 4. These will be available to classrooms in 4 COWs (Computers On Wheels) in pods of 7.

15 staff members attended the last cluster day at Dairy Flat. From the demonstrations of ways to use Audacity, some Coatesville teachers are going to use this programme to make editing of written language more engaging and effective for students,

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Coatesville has offered to host a Cluster Staff meeting in Term 1 2009 to sustain the initiatives developed during the ICT Contract. Time with facilitator Jenny Merrington on December 2nd enabled us as a school to plan for future sustainability. The "ICT Buddy" system for Coatesville Staff implemented during the contract will be continued in 2009. Staff will continue to be given professional development, individually or in ICT related staff meetings to support their personal ICT goals.

Evidence of how ICT has been utilized to improve student engagement and enhance achievement.

Using senior students experts, Year 2 students were coached in the use of Paint and Artrage in preparation for drawing their own pictures for Photostory. With the children paired up' the whole class was able to have the same learning opportunity and their planned photo story gave them a motive for their learning.

With the opportunity to use VoiceThread the reticent writer was encouraged and enthused to plan, write, search for suitable illustrations to record their reports.

The use of Mimio in Mathematics provides the kinaesthetic learner an opportunity for hands on approach, building confidence and knowledge, enabling the learner to impart what they are learning to peers. An example of this is the use of the protractor tool from the Mimio Gallery to demonstrate the measurement of angles. The use of Mimio as an instructional tool for whole class learning in writing enabled the children to successfully edit each other's emails before sending them to their e-pal's in Luxembourg.

Torbay School

Staff @ Torbay

2 full staff meetings August 25th and December 2nd to develop pedagogy and ICT

- * Developing ideas of what we want our students to acquire
 - * Developing learning conversations with our students
 - * Share digital learning objects
 - * Hands on time using knowledge net
 - * Developing coaching model using children
 - * Reviewing outcomes, successes, failures and opportunities
- 4 techy breckies and 2 afternoon workshops were held to up skill teachers in the use of ICT
- * knowledge net
 - * data projectors
 - * web quests
 - * outlook and its uses

One on one coaching

- * remote access
- * SMS
- * knowledge net
- * Techy tips using various programs voice thread, blogs, wikis etc

Conferences

- * 4 teachers attended U-learn in Christchurch
 - o 2 teachers presented -'Introducing new programmes and coaching"
 - o many ideas, information and enthusiasm shared at school with staff and children

Cluster staff meetings

- * @ Torbay - 5 August . All staff participated by supporting children who presented and held workshops on 6 different topics
 - o claymation, enviro education (enviro schools), Scratch, open forum for year 0 and 1 teachers, paint.net and knowledge net.

- * @ Dairy Flat - All teaching staff attended cluster staff meeting held at Dairy Flat, receiving information, sharing and collaborating

Facilitation - Jenny Merrington

- * Supporting classes and teachers in their learning by facilitating small group teaching, modelling and coaching (2 days - 6 classes)
- * 1 day working with senior management on sustainability 2009 and beyond
- * GATE groups - (gifted and talented) Facilitating 12 year 5/6 students for one day on webquests and voicethread, 6 year 3' for 1/2 day working on kidspiration and 6 year 2's for 1/2 day. A teacher observed, learnt and was supported.

Other

- * Visits to other schools to observe ICT in action
 - o Summerlands
- * Ministry Teacher Only day. Focus - formative assessment, ICT and inquiry
 - o All teaching staff, teacher aides and student teachers

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- o Visited Red Beach. 9.00am - 11.30am
- o Visited Mairangi Beach 1.00pm - 3.15pm

Students @ Torbay

In class support

- * Coaching by other classes who have been taught as coaches.
 - o Year 5-6 GATE group coaching back in all year 5-6 classes and 1 year 4 class
 - o Year 4 class - coaching for 2 year 5 - 6 classes, 1 year 3 class, 1 year 2 class and 1 year 1 - 2 class in knowledge net
 - o Year 2 class - coaching kidpix, inserting pictures and other basic computer skills to another year 2 class
- * In class support by senior children and one year 4 class across the school
- * One to one/two teaching by lead teacher to teach others and teacher back in class (just in time learning)
- * Online support through knowledge net and email

A. Implementation of cluster programme: Overview of Programme Activities

What did we do and how often?	Who was involved and how many were involved?	How useful were those activities?
<ul style="list-style-type: none"> Principal meetings Lead Teacher Meetings Cluster Shares 	<ul style="list-style-type: none"> August 28, attended by the facilitator, principals and then deputy principal at Glamorgan (Janet Pinchen) The resignation of Heather Richards and appointment of a new principal and project director (Janet Pinchen) was discussed, as well as facilitator hours with the resignation of Douglas Roberts, milestone 10 and sustainability initiatives <ul style="list-style-type: none"> November 13 Discussion around sustainability, a possible EHSAS application and audio conference with national facilitator Suzie Vesper as described above Links to relevant resources were posted on the cluster wiki and on June 12, lead teachers discussed useful ways of gathering evidence to demonstrate student achievement and engagement through the use of ICTs, and resources and programmes and ways in which they are being used in our schools. On September 4, lead teachers visited Summerland School to look at their use of ICTs since leaving the ICTPD cluster programme. Ideas for sustaining initiatives and collegial support after the end of the cluster programme were discussed and the discussion around evidence-gathering continued. Teachers returned to their schools to discuss the outcomes with their principals. <ul style="list-style-type: none"> A large proportion of the final meeting on November 5 was spent discussing and writing about progress in our schools, the contract in general and lessons learnt for milestone 10. The facilitator went through much of her Ulearn conference presentation focussed on planning for elearning in relation to the New Zealand Curriculum. August 5 at Torbay School Teachers and students focussed on the use of Comic Life, Audacity and student mentors 	<ul style="list-style-type: none"> The Principal meeting provided a useful forum, as always, for round-table discussion and revisiting the goals of the contract These meetings had very positive outcomes e.g. Coatesville school being able to act on discussions around video use at Summerland (refer the Coatesville report). Lead teachers report that it is important to them to keep the contacts and they find sharing and discussion very useful.

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<ul style="list-style-type: none"> School Staff Meetings Facilitator sessions in schools 	<ul style="list-style-type: none"> November 4 at Dairy Flat School The school presented the research they have doing using recorded voice to enhance written language, Audacity or Photostory were demonstrated in the junior school. Sessions include reference to the New Zealand Curriculum and appropriate pedagogy and examples of effective integration of ICTs, management ideas, modelling etc Each school has held at least one staff meeting and these have been recorded in their reports Glamorgan Facilitators spent eight days in the school. Professional development with facilitator JM has generally continued to focus on communication within the school and community through the use of Schoolzone. Facilitation has been with pairs of teachers in the same syndicate and focussed around resources to support literacy, numeracy and topic programmes. Teachers confident with Schoolzone were introduced to Photostory for digital storytelling and oral language. Torbay Jenny Merrington spent five days at the school supporting teachers and students, particularly with the mentoring programme e.g. modelling the use of a webquest and Voicethread. She also spent a day with twelve students from year five and the lead teacher and another day modelling the use of Kidspiration with year two and three students. The role of a mentor was discussed and these students have now worked with other children using skills learnt. One day was spent with the lead teacher planning for integration of ICTs in 2009. Albany Facilitator JM spent six days at the school and DR one. Most days have focussed on needs of individual teachers, generally with students involved as well e.g. video editing, use of digital learning objects etc. Dairy Flat The school-wide focus has been the on improving oral language. Facilitator Douglas Roberts spent one day supporting the lead teacher in planning and learning skills for this. There was also an action research project to gather information around improving written language through the use of podcasting M spent a day with teachers from all syndicates planning the process with teachers and teaching them how to use 'Audacity'. Oteha Valley JM has spent four days at the school continuing to support teachers in the use of programmes and 	<p>Teachers have greatly valued these activities (see data in B in this report) and individual school reports e.g. use of Comic Life at Oteha Valley following the cluster share at Torbay School</p> <p>Teachers in all schools have been highly motivated to use ICTs in as many ways as possible to gain improvements in student engagement and achievement.</p> <p>At each visit, the facilitator has noticed changes and a deeper understanding.</p> <p>Results of sessions are reported on in individual school reports.</p>
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Milestone 10

	<p>resources, particularly to support the school-wide goals related to oral language. E.g. the use of 'Voicethread' with year one students to record the development from tadpole to frog, and 'Audacity'.</p> <p>Coatesville JM has had three days in the school and DR two. JM worked with teachers and students modelling the use of programmes to support work in the classroom. E.g. the use of Powerpoint with Year Five students and Kidspiration and paint with year 0 students.</p> <p>Long Bay JM spent three days delivering professional development around the creation and use of blogs and wikis and uses of digital photography for Art and to support a unit on the environment. One day was spent with the ICT leadership team planning for 2009.</p>	
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B. National Programme Goal: Developing leadership and strategic planning

Cluster Programme Goals	Success Indicators
<p>To develop the classroom pedagogy in the use of ICT to enhance the learning process across curriculum areas by:</p> <ul style="list-style-type: none"> • Providing leadership with passion, fostering teamwork, with a strong support structure. • Challenging the way teachers approach ICT underpinned by sound pedagogy and practices. • Concentrating on learning outcomes. • Providing powerful professional development. 	<ul style="list-style-type: none"> • A strengthening of our professional learning community, where teachers make use of other teachers across the schools as buddies that can help and assist each other this year and in the future when the contract is finished • Evidence of teachers leading professional development at conference level for the cluster • Teachers have a greater understanding of ICT can improve student engagement and achievement • New staff members across the cluster are clear about the expectation of the contract

End of programme review

What progress has been made towards achieving these goals?

- Lead teacher meetings, informal discussions at Ulearn '08, very well attended cluster share afternoons as reported above, school staff meetings.
- Teachers are now using ICTs in all aspects of their work
- Leadership is now coming from throughout the schools i.e. principals, lead teachers, classroom teachers and students
- Teachers now have the confidence to present their work nationally
- Students are being used increasingly as mentors
- Schools are using Schoolzone, Kiwischools or web 2.0. tools for communication with parents.

What evidence supports this?

- Just over three-quarters of teachers surveyed reported that the ICTPD programme made a positive contribution to their understanding of teaching and learning. Of the 102 teachers, who responded to the question, 61% indicated that the programme provided them with "some new ideas" and 16% indicated "a whole new approach".
- Over the period of the programme the percentage of teachers who indicated that "most" or "all" of their units of work contained ICT-based learning activities increased from 23% to 62%. While 20% of teachers indicated that "no" units of their work involved ICT-based activities at the beginning of the programme, only one teacher reported this at the end of the programme.
- Over 90% of responses about the most appreciated aspects of the ICTPD contract mentioned the opportunity to share with other teachers in the cluster through the cluster share afternoons and conferences
- The majority of facilitator sessions now involve students working alongside their teachers
- The lead teacher from Long Bay presented a workshop at Ulearn related entirely to using ICTs to support effective pedagogy, thus improving student achievement and engagement and two teachers from Torbay presented their work using student mentors.
- Students at Coatesville have presented, and taught new skills, to parents
- Comments from individual school reports e.g. Coatesville and Albany.
- Parents are enthusiastic about having this enhanced view of work happening in school

What are the key lessons for the cluster?

- Teachers have greatly appreciated the opportunity to visit partner schools, participate in the cluster conference, gain new ideas, and learn from their peers.

Lead teachers strongly recommended that this continue, possibly in the place of a school-based staff meeting once a term, as well as continued lead teacher meetings once a term for collegial learning and support

What are the next steps towards achieving the outcome?

The following are some suggestions yet to be confirmed or finalised:

- New staff induction programmes continue to include an elearning component
- Lead teachers continue to meet once a term rotating round the schools
- There be continued school funding available for teachers wishing to present at/attend conferences
- The cluster share programme continue (as outlined above)
- The cluster wiki be maintained for continued joint access to, and sharing of, resources etc.
- Schools share ideas for sustainability with other cluster schools
- Possible EHSAS cluster to be formed to start in 2010 continuing to build on the success of the ICTPD professional learning community
- A biennial ICT cluster conference along the lines of that held in 2008

Milestone 10

C. National Programme Goal: Development of a professional learning community

Cluster Programme Goals	Success Indicators
<ul style="list-style-type: none"> No relevant specific goals are listed 	<ul style="list-style-type: none"> Examples of how teachers have contributed information such as strategies, action research etc to an online community through the cluster website.
End of programme review	
<p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> The joint staff cluster share meetings held every term and rotated around the cluster schools (see above) The cluster wiki which is being used in a limited way by lead teachers. A page on the cluster wiki has been set up for teachers to post strategies used and examples. Details of Action Research carried out at Dairy Flat School can be found in their report in this document and on the cluster wiki. Strategies and resources were shared at the Lead Teacher Day on June 12. These notes are to be found on the cluster wiki Online resources e.g. Centre4 and Leadspace continue to be used when relevant Home-school communication is continuing to improve <p>What evidence supports this?</p> <ul style="list-style-type: none"> In the End of Programme survey, the vast majority of teachers mentioned the cluster share staff meetings, cluster conference, and opportunities to attend national conferences and to visit and work with other teachers as being the (or one of the) most advantageous aspect of the contract (see above) Families having access to work and resources online <p>What are the key lessons for the cluster?</p> <ul style="list-style-type: none"> Continuing the staff relationship has been considered very important and budgeting for continued access to national conferences Continue to build on home-school communication Ensure internet safety issues are addressed through robust school policies <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> Possible future EHSAS contract Continued sharing meetings 	

Milestone 10

D. National Programme Goal: Improving teaching quality and learning outcomes for all students

Cluster Programme Goals	Success Indicators
<p>To provide professional development by:</p> <ul style="list-style-type: none"> Ensuring inclusive learning. Acknowledging learning styles/attitudes through adult learning theory. To develop individual teachers from where they are at. Use of ICT coaches drawing on strengths of personnel within the cluster. Promote risk taking within a supportive environment. Bridging the gap between theory and practice. 	<ul style="list-style-type: none"> Facilitators report in milestones/ performance measures an outline of the programme covered with individuals and progress made and future focuses. Evidence of teachers leading Professional development at a national conference level on behalf of the cluster. Lead teachers report on instances of how they have been involved in delivering PD in their own schools. Lead teacher days are reported in the milestones.
End of programme review	
<p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> Schools have all reported immense shifts in pedagogical practice Facilitation continues to address individual needs and goals within the framework of school and cluster strategic planning In-school and cross-school support has continued to be a feature of the cluster programme Teachers have presented at Ulearn '08 (see above) <p>What evidence supports this?</p> <ul style="list-style-type: none"> In the End of Cluster survey, just over three-quarters of teachers surveyed reported that the ICTPD programme made a positive contribution to their understanding of teaching and learning. Of the 102 teachers, who responded to the question, 61% indicated that the programme provided them with "some new ideas" and 16% indicated "a whole new approach". Over the period of the programme the percentage of teachers who indicated that "most" or "all" of their units of work contained ICT-based learning activities increased from 23% to 62%. While 20% of teachers indicated that "no" units of their work involved ICT-based activities at the beginning of the programme, only one teacher reported this at the end of the programme. 40% of responding teachers indicated that their classroom practices changed "completely" or to "a large" extent as a result of their participation in the ICTPD programme. 11% of respondents indicated "no" or "very little" change occurred in their practices as a result of their participation in the ICTPD programme. 50% of teachers reported at least "some" change in practice. Individual schools comment on the progress in their reports <p>What are the key lessons for the cluster?</p> <ul style="list-style-type: none"> Teachers supporting their peers is very valuable Use of student mentors is powerful <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> Teacher inquiry around the use of ICTs Continued in-school and cross-cluster support 	

E. Provide a brief report on the progress of each school

Glamorgan

One significant impact of the ICT PD contract, it that is has reinforced effective pedagogical practice, evidenced school wide. There has been a significant shift in all of our teachers, with the integration of ICT through extended areas of the curriculum. This integration is now a natural part of teacher planning. Due to an increase in teacher confidence students are now exposed to a wider usage of ICT on a regular basis. This has also resulted in the strengthening of home / school ties through the use of Schoolzone class pages. Staff are now using the strengths of others effectively for just in time learning. Glamorgan is moving closer towards having a viable, effective learning community, where we now feel secure enough to trial new ideas

and approaches, and accept that they will not always succeed initially. There is an acceptance that teachers no longer need to be the font of all knowledge. A group of about 8 teachers are now confident enough to present workshops for others.

Oteha Valley School

Since we were a new school when we began the contract we were lucky enough to have been able to appoint staff, who had, among other skills, a good grounding in ICT. However, it was still hugely important to us that we, utilise our new ICT equipment in the best possible ways, keep abreast of new developments, and continually improve our teaching and learning in the ever-changing world of ICT. Since then, of course, with the growing roll it has become vital that everybody is on the same page and appreciates the ICT culture of the cluster.

Probably the two main benefits from our involvement in the cluster is the opportunity to keep up with the latest trends and developments in ICT (Ulearn and cluster conference, sharing workshops, Lead Teacher days, visits to other schools), and the sharing culture that has developed between all the schools.

The structure of our contract was particularly successful in that the Principals and Lead Teachers had the most Professional Development the first year. This allowed for the coaching systems to be set up and for the leaders to lead. It also meant the Principals were 100% behind the initiatives. The teachers were the focus the second year and were able to participate in a huge amount of PD and sharing. It was an invaluable experience for them and would not have been affordable without the contract. The third year was for the children and this was where we were able to see the results of the first two years input. We could see the evidence of the ICT focus (oral Language) and how the ICT had been used to enhance this curriculum area and improve the children's skills.

Oteha Valley staff and children have benefitted greatly from the extra funding the contract provided. It has allowed us to make plans, set goals, establish leadership roles and improve personal skills. The evidence shows ICT is being confidently integrated into teaching and learning and the relationship we have built up with all the other schools in the cluster is something we are very keen to keep up. We have become determined to continue to budget for, and include ICT, in future Professional Development opportunities.

Dairy Flat

The key lesson learned by teachers at Dairy Flat School has been that using technologies enhances the opportunities for students to learn and improves achievement. In 2009 podcasting will be used in teaching and learning programmes at Dairy Flat School, particularly in writing literacy. Other ways of using podcasting to enhance teaching and learning will be explored in other curriculum areas such as Numeracy and student's reflection and self-assessment.

Albany

Over the course of the last three years on the contract, Albany School has used teachers at the edge of technological advancement, to lead the school in the presentation of new ideas and equipment and used their classes and children to lead assemblies, integrate ICTs more in our end of year prize giving and performances.

Along with our contract facilitators the lead teachers have been modelling with classes in their release time throughout the contract different ways to integrate ICTs into a daily classroom programme.

The School and community have been right behind us in the drive to advance the use of ICT's within our school. Over the last three years the school has shifted from having limited ICT equipment and less than adequate Technical support to; designating a permanent ICT suite, fully funding the lease of laptops for teaching staff, the purchase of new classroom computers, the purchase of two COWs Betsy and Daisy and Increasing our technician time to 6 hours a week. Our school has undertaken a hall renovation which included a comprehensive sound system including two full size projectors. In the last year Albany now has 21 projectors, 1 Smartboard, 10 mimios.

Torbay

The first year Torbay School focussed on senior management, up skilling them in the use of ICT, latest technology, attending two conferences, coaching and enabling them to integrate ICT into the strategic plan and annual plan.

In our second year we focussed on our staff, up skilling them in the use of their laptops, sharing information, contributing to our shared drives, outlook, downloading and uploading, using programmes available on our server, internet, planning, SMS and LMS. Senior management and our facilitator used coaching methods, professional readings, and videos, to look at the impact of technology today, the future, the shift we need to make in our thinking and pedagogy.

Students have been our focus this year, our third year of this cluster. Up skilling students in whole class,

Milestone 10

small groups, one on one and GATE groups to coach others in the school. Using a 'from the ground up model, students have the skills to coach others including coaching staff.

These three years have made a huge impact on learning at Torbay School.

- * Torbay School use ICT to
 - o support best practice.
 - o collect and share data
 - o share learning
 - o collaborate with others
 - o contribute to society
 - o enhance school-home links
 - o provide up to date information
 - o develop school culture

Long Bay Primary School.

The three year ICT contract has proved invaluable to staff and students of Long Bay School. There has been a marked increase in enthusiasm, engagement and understanding of the relevance and authenticity of ICT as an integral part of teaching and learning. There has been a marked improvement in home school communication with parents responding positively to the use of blogs and wikis. The quality of children's writing (as a consequence of always being published) has also improved. The other significant difference that has been noted has been much greater levels of communication and interaction between teachers at the school and beyond the school with teachers from within our wider cluster. Each staff member has undertaken an independent learning journey well-supported by skilled facilitators, peer feedback and feed forward, which has led to a much greater level of confidence and commitment to ICT throughout the school. All staff members have presented work at staff and cluster level, 11 of our staff presented at our local cluster conference, and 1 of our staff members presented at ULearn this year. The school has committed large amounts of resourcing (personnel, time and equipment) to support the contract and are committed to doing so in the future with the full support of an informed board of trustees.

10.2.3 Complete an observation of the key lessons learned in the contract

- It has been useful having more than one lead teacher per school to support to each other
- Cluster share afternoons have provided an excellent opportunity for teachers to visit each other and gain new ideas and methods of delivery.
- It has also proved to be a good incentive for teachers in host schools. Students have gained confidence being able to demonstrate new skills and understandings to unfamiliar adults
- Ability to attend conferences, particularly for teachers who would normally not have such an opportunity e.g. Beginning Teachers
- The ability to attend conferences as a cluster for support and collegiality
- Perseverance pays. Don't give up when using ICT.
- Increased ability of teachers is placing great demands on infrastructure
- Through having TELA laptops, planning is not confined to the school site and teachers are able to "play" and explore new software to ascertain suitability for classroom integration
- The capacity of laptops provided through the TELA scheme is inadequate for teacher expectations (e.g. multimedia production)
- Ability to have time for facilitation and the element of compulsion through being on a contract has proved motivating to teachers
- Commitment to the contract and the support of principals is very important
- The opportunity to attend and present at the cluster conference led to increased teacher confidence

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10.2.4 Provide details of the cluster's contribution to the wider network of schools

Conference presentations

- Ulearn '08

Torbay. Katie Hills and Joanne Northover "Introducing new programmes and coaching"

Glamorgan Kirstin McGhie Taster sessions "Share our voices" introduction to Voicethread and " Keeping it real.

Authentic use of technology in the classroom

Long Bay Craig Paterson "ICT, not because you have to but because it fits"

- Ulearn '07

Janine Irvine workshop

- Learning@School '07

Blair Giles and Janine Irvine workshop

Visits by other schools to look at elearning in action

- Visitors to Oteha Valley school over the last 3 years

2008

12 March: Gavin Beehre - Principal, Hill Park School (Integration of ICT)

19 March: Helen Blick - Principal, Waitaki Valley School (North Otago) and Michael Deaker (MOE consultant, Otago) (ICT setup, integration, laptops in classrooms)

24 June: Establishment Board - Remarkables School, Queenstown (ICT setup, integration, laptops in classrooms)

02 July: Establishment Board - Remarkables School, Queenstown (ICT setup and infrastructure)

2007

15 May: Mary Cavell - Principal, Waterlea School (ICT integration, assessment, laptop use)

21 May: Establishment BOT - Snells Beach School (New School setup including ICT infrastructure)

30 May: Junior school teachers - Waterlea School (ICT integration, assessment, laptop use)

01 June: Craig McCarthney - Principal, St Heliers School (ICT integration)

06 June: Senior school teachers - Waterlea School (ICT integration, assessment, laptop use)

07 June: Wendy Bamford - Principal, Wanaka School (Southland); Dave Fletcher - Principal Kaipara School (ICT setup – laptops in classrooms, integration)

07 June: Brian Sheedy - Principal, Te Totara School (Hamilton) and Neil Couch - School Support, Waikato, and EBOT chair (ICT setup)

08 June: Leadership Team - Waikuku School (North Canterbury) ICT integration, assessment)

18 June Aces Bus Tour– (Laptops in Classrooms)

05 September: Library staff - Kingsway School (Library setup, hardware, software)

09 October: Office staff and Senior Teachers - Torbay School (student management systems, and how teachers use them)

2006

07 March: Leadership Team - Kelston Intermediate School (ICT setup)

19 May: Principal and Librarian - Kingsway School (Library setup and software)

26 May: Jacob Broodryk - Principal, Whakarongo School (Palmerston North) (Laptops in classrooms)

30 June: Full staff - Taihape Area School (ICT in classrooms)

- Albany have been visited by two schools to look at integration of ICTs
- Long Bay were visited by Swedish educators to look at their inquiry model

10.2.5 Provide financial statements that detail all the expenditure of the ICT PD contract funds against all cost centres

10.2.6 Complete the 'end of project online survey': <http://surveys.hotsource.co.nz/ictpd/endofproject2008>

104 teachers completed the survey

Milestone 10

10.2.7 Additional Milestone tasks (refer to your contract variation)

Cluster Programme Goals	Success Indicators
<p>To emphasise learning outcomes by:</p> <ul style="list-style-type: none"> • Making clear links to strategic planning that meet identified needs. • Curriculum integration. • Incorporating assessment for learning. • Promoting inquiry and thinking skills. • Gathering and analysing baseline data on students and staff. • Establishing quality assessment techniques. • Developing sound data analysis to enhance student achievement. 	<ul style="list-style-type: none"> • Evidence of how ICT has been utilized to improve student engagement and achievement. • Annual survey to report degree of improvement comparing baseline data collated at the beginning of the contract to the end of the contract • Examples of how teachers have contributed information such as strategies, action research etc to an online community through the cluster website.
End of programme review	
<p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> • Teachers have presented at Ulearn '08 (see above) • All schools have gathered evidence related to improved engagement and achievement in relation to school and cluster goals. <p>What evidence supports this?</p> <ul style="list-style-type: none"> • Over the period of the programme the percentage of teachers who indicated that “most” or “all” of their units of work contained ICT-based learning activities increased from 23% to 62%. While 20% of teachers indicated that “no” units of their work involved ICT-based activities at the beginning of the programme, only one teacher reported this at the end of the programme. • 48% of teachers indicated they now integrated ICTs into their classroom teaching and learning either “to a large extent” or “completely”, while only three teachers indicated they now do this “very little” or “not at all”. 48% of teachers feel they are effectively integrating ICTs ‘to some extent’. • Individual schools comment on the progress in their reports • Evidence as documented in individual school reports e.g. Dairy Flat teacher inquiry and Oteha Valley teacher and student comments. <p>What are the key lessons for the cluster?</p> <p>ICTs engage students and have assisted with improved achievement, particularly in written language</p> <ul style="list-style-type: none"> • To continue gathering data and using the teacher inquiry process <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> • Teacher inquiry around the use of ICTs • Continued in-school and cross-cluster support 	

Milestone 10

10.2.8 Complete the facilitators and project directors online survey:

Completed by the lead school principal, facilitator and other principals

http://www.surveymonkey.com/s.aspx?sm=DiGnj5y7vKAdsnGs3XkeQA_3d_3d

Milestone 10

NOTE: when you submit your draft in November you will not need to fill in the Disbursement Schedule unless you have your financial report ready.

ICT Professional Development Cluster: **Name of Cluster**

Contract No. **Put your contract number in here**

Disbursements Schedule

Milestone No. 10

To: Neil Melhuish
e-Learning Unit
Ministry of Education
PO Box 1666
WELLINGTON, 6011

Email to:-
ictpd.milestone@minedu.govt.nz

From: Your School
Address 1
Address 2

For Professional and Operational Costs:

	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	As stated in your contract	\$	
Professional Costs	As stated in your contract	\$	
Operational Costs	As stated in your contract	\$	
Teacher Development Costs (if relevant)	As stated in your contract	\$	
plus Goods and Services tax	As stated in your contract	\$	
Total	\$360,000/ or as stated in your contract	\$	

Provide an explanation of any variance in expenditure based on the agreed variation of contract.

You will need to submit an invoice for your final payment based on the figure in your cluster's payment schedule.